IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Kiddom	*Texas Math: Grade 1 Powered by Kiddom*

Subject	Grade Level
Mathematics	Grade 1

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **100%**

Quality Review Overall Score: **220 / 227**

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	11	0
2. Alignment with Public Education's Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children's Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education's Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	0	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	35	0

Count of Publisher Submitted Changes   **118**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

All Feedback Items from IMRA Reviewers Remaining After Update

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list "None".

Flags for Suitability Noncompliance After Updates

- None

Flags for Suitability Compliance After Updates

- None

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

IMRA Reviewer Suitability ID SF000071

Component: Scope and Sequence (N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): throughout
Location: Common Core Standards are listed under "Standards Alignments" within each unit.
Link: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000072

Component: Lessons by Standard (N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): Entire Webpage
Location: Entire Webpage.
Link: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4196e6-f138-11ee-94c9-024417c032f7

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000128

Component: Course Overview: How to use these Materials (online platform)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): online
Location: Course Overview: How to use these Materials- 3/4 of the way down the page under Center Overview
Link: https://app.kiddom.co/curriculum/905376/node/07b17461-80da-4a67-bbfc-d421b4db197b:991f9f79-f13c-11ee-b7e1-06215d1efb8b:d368f9ca-f137-11ee-baf3-066a39b724af

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000263

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Page **3** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Specific

Page Number(s): 151
Location: bottom of page 151
Link: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view? ...

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000067

Component: Standards listed throughout the Teacher Guide (N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 13
Location: Common Core is listed under the "Standards" section in each section.
Link: https://drive.google.com/file/d/1AHPjv-QcKg1UuwSGW5fVJ6OmdCIoSmNY/view

Page Number(s): 24
Location: Common Core is listed under the "Standards" section in each section.
Link: Common Core is listed under the "Standards" section in each section.

Page Number(s): 362
Location: Common Core is listed under the "Standards" section in each section.
Link: https://drive.google.com/file/d/1AHPjv-QcKg1UuwSGW5fVJ6OmdCIoSmNY/view

Publisher Response: Accept
We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000068

Component: Teacher Guide (N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 16
Location: Common Core standards are listed under the "Standards" throughout the teacher guide.
Link: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUl/view

Page Number(s): 79
Location: Common Core standards are listed under the "Standards" throughout the teacher guide.
Link: Common Core standards are listed under the "Standards" throughout the teacher guide.

Page Number(s): 255
Location: Common Core standards are listed under the "Standards" throughout the teacher guide.
Link: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUl/view

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000080

Component: Course Overview (N/A)

Suitability Indicator:	1. Prohibition on Common Core
Suitability Sub-Indicator:	1.1
Specific or Thematic:	Thematic

Page Number(s): NA
Location: Un it 1 ->Adaptation Guide
Link: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41993d-f138-11ee-94ee-024417c032f7

Page Number(s): NA
Location: Course Guide -> Lessons by Standard
Link: Course Guide -> Lessons by Standard

Page Number(s): NA
Location: Course Guide -> Scope & Sequence
Link: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000107

Component: Scope and Sequence (9798385116720)

Suitability Indicator:	1. Prohibition on Common Core
Suitability Sub-Indicator:	1.1
Specific or Thematic:	Thematic

Page Number(s): There are no page numbers.
Location: Lessons by Standard
Link: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7

Page Number(s): There are no page numbers.
Location: Adaptation Guide
Link: Adaptation Guide

Page Number(s): There are no page numbers.
Location: Scope and Sequence
Link: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7

Publisher Response: Accept

We are removing all instances of Common Core.

IMRA Reviewer Suitability ID SF000249

Component: Unit 6, Lesson 13, MLR Section (N/A)

Page **5** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): standards
Location: Standards
Link: (https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/ usp=drive_link)

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000268

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): Talking Math, Slide 20 of 202
Location: Table: column 2, rows 2 and 3
1.MD
Link: https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit#slide=id.g981b13f5d6_336_9

Page Number(s): 252 of 314
Location: bottom right, Instructional Routines
MLR 6
Link: bottom right, Instructional Routines
MLR 6

Page Number(s): 1987 of 3069
Location: Unit 2, Lesson 13, Activity 2, MLR Section
Link: https://app.kiddom.co/signup?redirect=%2Fcurriculum%2F905377%2Fnode%2F239b2943-e790-4bfb-b32e-2417e4581989%3A991fa3c8-f13c-11ee-b7e3-06215d1efb8b%3A0b4246d9-f138-11ee-9fbb-024417c032f7
or   page 1987   https://safa

Publisher Response: Accept
Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability ID SF000271

Component: Texas Math: Grade 1 Powered by Kiddom Digital (N/A)

Suitability Indicator: 1. Prohibition on Common Core
Suitability Sub-Indicator: 1.1
Specific or Thematic: Thematic

Page Number(s): 2073
Location: Talking Math, Slide 13, Notes Section
Link: N/A

Page Number(s): 2098

Location: Grade 2: Unit 2, Lesson 11, Activity 1
Link: Grade 2: Unit 2, Lesson 11, Activity 1

Page Number(s): 2102
Location: Grade 2: Unit 5, Lesson 1, Activity 2
Link: N/A

Publisher Response: Accept

Kiddom is committed to meeting the needs of Texas Educators. The final form of the materials will only show TEK and ELP standards. All common core standard references throughout each course have been removed.

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 9039791

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Provide a bank of sentence stems for students to choose from to make language accessible.

Page Number(s): 266
Location: N/A
URL to Content: https://drive.google.com/file/d/1AHPjv-QcKg1UuwSGW5fVJ6OmdCIoSmNY/view?usp=sharing

Publisher Response: Accept

As part of the errata process we will include the suggestion of sentence starters in teacher instructions.

IMRA Reviewer Feedback ID 9166401

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Add sentence stems:

These are alike because ___.

These are different because ___.

Page Number(s): 93
Location: N/A
URL to Content: https://drive.google.com/file/d/1h0pcx8BqqjlKpDfNKfOA237rGjMPHPeR/view?usp=sharing

Publisher Response: Accept

As part of the errata process we will update the teacher instructions to suggest the sentence starters.

IMRA Reviewer Feedback ID 8854226

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Page **7** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Reviewer Feedback: Consider having students records how they solved the problem.

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Publisher Response: Accept

As part of the errata process we will include notes describing that students should record how they solve the problem.

IMRA Reviewer Feedback ID 9112926

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: The task statement specifically ask for the students to write the value in the corresponding rows, but the are only columns. Provide a row for each coin so students place the value in a clear and precise location.

Page Number(s): Online
Location: N/A
URL to Content: https://docs.google.com/document/d/13FLICc66x1uGjPfsSkuLPWYo-ch-S2jN/edit?usp=sharing&ouid=114638507768399755516&rtpof=true&sd=true

Publisher Response: Accept

As part of the errata process we will add row lines to the tables to match the student instructions.

IMRA Reviewer Feedback ID 8977806

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Keep in mind that first-grade students are not expected to add the value of quarters.

Page Number(s): Online
Location: N/A
URL to Content: https://docs.google.com/document/d/13FLICc66x1uGjPfsSkuLPWYo-ch-S2jN/edit?usp=sharing&ouid=114638507768399755516&rtpof=true&sd=true

Publisher Response: Accept

As part of the errata process we will include information to the teacher that addition using the value of quarters may be beyond the grade level.

IMRA Reviewer Feedback ID 9023876

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Students can use counting cubes in question 2. This needs to be more prominent as that's what the breakout calls for.

Page Number(s): Online
Location: N/A

Page **8** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41f4f6-f138-11ee-9ab4-024417c032f7

Publisher Response: Accept

As part of the errata process we will add content to question 2 to explicitly call out the use of counting cubes.

IMRA Reviewer Feedback ID 8854101

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Add the actual question to the question 1 part A and B.

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71024f-f138-11ee-8c45-024417c032f7

Publisher Response: Accept

As part of the errata process, we will add a prompt to question 1 in the activity.

IMRA Reviewer Feedback ID 9081211

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Include instructions for the students.

Page Number(s): Online
Location: N/A
URL to Content:
https://docs.google.com/document/d/15bvzWHI3W0yogcHVnQHXpEMH6l2niQhw/edit?usp=sharing&ouid=114638507768399755516&rtpof=true&sd=true

Publisher Response: Accept

As part of the errata process we will include student instructions for Activity 1.

IMRA Reviewer Feedback ID 8933696

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Provide the pictorial models that the teacher is referring to when talking about the 8 tens and 6 ones.

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b43615b-f138-11ee-b1a3-024417c032f7

Publisher Response: Accept

As part of the errata process we will include the pictorial models as suggested.

IMRA Reviewer Feedback ID 8853786

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: State in the lesson that the student must use symbols in their representation as well.

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b421497-f138-11ee-9ca2-024417c032f7

Publisher Response: Accept

As part of the errata process, we will add "symbols" along with "objects or drawings".

IMRA Reviewer Feedback ID 8918526

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Consider rewording to:

"Be ready to use your manipulatives to explain your thinking."

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b650ef8-f138-11ee-812b-024417c032f7

Publisher Response: Accept

As part of the errata process we will reword this sentence.

IMRA Reviewer Feedback ID 8855116

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Specify that students need to create a representation as part of their answer.

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b422ebe-f138-11ee-9e28-024417c032f7

Publisher Response: Accept

As part of the errata process, we will include teacher directions to expect students to create a representation as part of their answer.

IMRA Reviewer Feedback ID 9123256

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Remove statement "Table # ___." There is no directions with what to do with that.

Page Number(s): Online
Location: N/A
URL to Content: https://docs.google.com/document/d/1zq9lrkmCDBd6JsMhSj9-ef5ChkZYXO8G/edit?usp=sharing&ouid=114638507768399755516&rtpof=true&sd=true

Publisher Response: Accept

As part of the errata process we will remove this statement.

IMRA Reviewer Feedback ID 8881571

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: To ensure all elements of this breakout are met, students should be asked to develop and explain the strategy they will use to estimate how many cranes are in the picture. They should later justify their strategy.

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Publisher Response: Accept

As part of the errata process we will include additional teacher supports indicating that students should be asked to develop, explain and justify their strategy.

IMRA Reviewer Feedback ID 9597416

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: On Part C, add a statement that the student needs to explain why or why not they changed their plan for solving. The way it is written, only illicits a yes or no answer.

Page Number(s): online
Location: N/A
URL to Content: https://drive.google.com/file/d/1e5Duqh1dg9x_XPxr-ScCsmsfpJ31y4MM/view?usp=drive_link

Publisher Response: Accept

We will be editing the prompt for Part C to, "How did you change your plan for solving once you started?".

IMRA Reviewer Feedback ID 9007406

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Consider including explicit instructions to use pictorial models as a way to demonstrate their number.

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Publisher Response: Accept

As part of the errata process, we will include instructions for teachers to suggest using pictorial models for students to demonstrate their number.

IMRA Reviewer Feedback ID 8917286

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Add questions like:

"How do you know that estimate is too low/high/about right?"

This will have students check for reasonableness as stated in breakout.

Page Number(s): Page 124
Location: N/A
URL to Content: https://drive.google.com/file/d/1h0pcx8BqqjlKpDfNKfOA237rGjMPHPeR/view?usp=drive_link

Publisher Response: Accept

As part of the errata process we will add this question under the current question, "Is anyone's estimate less than 30? Is anyone's estimate greater than 60?" in the warm up section.

IMRA Reviewer Feedback ID 9029286

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Add "Use cubes to share your thinking with your partner" as this breakout asks students to use concrete models.

Page Number(s): Page 229
Location: N/A
URL to Content: https://drive.google.com/file/d/1AHPjv-QcKg1UuwSGW5fVJ6OmdCIoSmNY/view?usp=sharing

Publisher Response: Accept

As part of the errata process we will add "cubes" to this statement, "Show your thinking using objects, drawings, numbers, or words." in this activity.

IMRA Reviewer Feedback ID 8916696

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Consider rewording, "Discuss how you estimated the number of cranes with your partner."

Page Number(s): Page 266
Location: N/A
URL to Content: https://drive.google.com/file/d/1h0pcx8BqqjlKpDfNKfOA237rGjMPHPeR/view?usp=drive_link

Publisher Response: Accept

As part of the errata process we will reword this question for students as suggested.

IMRA Reviewer Feedback ID 9137526

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Cylinders appear in lesson, however not explicitly nor in the location referenced in the breakout.

Page Number(s): Page 28
Location: N/A
URL to Content: https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/view?usp=drive_link

Publisher Response: Accept

We are submitting new citations to address this breakout as part of the SRP process

IMRA Reviewer Feedback ID 8955176

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Add "tell your partner your answer" into the student task statement in order to ensure this section meets the breakout.

Page Number(s): Page 35
Location: N/A
URL to Content: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUl/view?usp=sharing

Publisher Response: Accept

As part of the errata process we will add this to the student task statement.

IMRA Reviewer Feedback ID 8947131

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Reword, "Give students access to 10-frames and connecting cubes or two-color counters." to "Have students solve with connecting cubes or two-color counters." to better align with this breakout.

Page Number(s): Page 61
Location: N/A
URL to Content: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUl/view?usp=sharing

Publisher Response: Accept

As part of the errata process, we will submit the rewrite of this sentence.

IMRA Reviewer Feedback ID 8957716

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Have students provide the number sentence for both addition and subtraction.

Page Number(s): Pages 210-211
Location: N/A
URL to Content: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUl/view?usp=sharing

Publisher Response: Accept

As part of the errata process we will add the opportunity for students to provide the number sentence for both additional and subtraction.

IMRA Reviewer Feedback ID 8963491

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Change Activity Synthesis to Lesson Synthesis in the citation to match the lesson verbiage.

Page Number(s): Page 90
Location: N/A
URL to Content: https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/view?usp=drive_link

Publisher Response: Accept without change

Thank you for the feedback.

IMRA Reviewer Feedback ID 9180211

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Recording words and phrases could be intended to meet the notes requirement of this breakout, but it should be more explicitly stated.

Page Number(s): 389
Location: N/A
URL to Content: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUl/view?usp=sharing

Publisher Response: Reject

The current citation includes explicit language indicating students should record words and phrases therefore we will consider this feedback for future updates to the program.

IMRA Reviewer Feedback ID 9600976

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: It is assumed that the note taking is happening as students are recording their thinking. It would make this more clear if you added language specific to note-taking as the breakout requires.

Page Number(s): 92
Location: N/A
URL to Content: https://drive.google.com/file/d/1h0pcx8BqqjlKpDfNKfOA237rGjMPHPeR/view

Publisher Response: Reject

Note taking is a common structure in the program and an instructional routine explained in front matter materials of the program, therefore we will not be adjusting this language at this time.

IMRA Reviewer Feedback ID 8961901

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Make sure that students every bag and every shape to ensure they identify a cone.

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Publisher Response: Reject

Due to budget constraints with costs of physical items, we will maintain a pair of students sharing the bag of materials, "Place one solid shape (sphere, cone, cylinder, cube, triangular prism, or rectangular prism) in each bag. Each groupof 2 students needs one bag."

IMRA Reviewer Feedback ID 8889946

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: The breakout says to select tools, including technology as appropriate, to solve problems. The students do not use technology intentionally to solve their problems rather they answer the questions on the electronic platform. Consider explicitly stating that they'll take their tally using an active board or some other technology to better meet the requirement.

Page Number(s): Online
Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41d749-f138-11ee-98e9-024417c032f7

Publisher Response: Reject

In the student facing version of this lesson, students have access to tools such as line and text tools to annotate the provided table in question 1, which constitutes use of technology to collect their data. This is observable by selecting the preview button in the teacher facing lesson.

IMRA Reviewer Feedback ID 9020591

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Keep in mind that although students are asked to know the value of combined coins, combining more than two quarters in one set is not ideal as students use the value of pennies, nickels, and dimes to add on to values by counting by 1s, 5s, and 10s.

Page Number(s): Online
Location: N/A
URL to Content: https://docs.google.com/document/d/13FLICc66x1uGjPfsSkuLPWYo-ch-S2jN/edit?usp=sharing&ouid=114638507768399755516&rtpof=true&sd=true

Publisher Response: Reject

Thank you for your feedback. We will consider this feedback for future updates to the program.

IMRA Reviewer Feedback ID 8853606

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Reviewer Feedback: Included having students explain the plan they used when estimating.

Page Number(s): Online

Location: N/A
URL to Content: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Publisher Response: Reject

In Activity 3 of the same lesson, students, "... create a visual display that shows your thinking about the problem. You may want to include details such drawings, numbers, or words to help others understand your thinking. Do not write equations." This fully meets the breakout.

IMRA Reviewer Feedback ID 8964586

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: The student task statement is loosely connected to the standard. Add clocks that show half passed the hour.

Page Number(s): Page 134
Location: N/A
URL to Content: https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/view?usp=drive_link

Publisher Response: Reject

In the cool down portion of the lesson, students are again expected to analyze an analog clock to indicate half passed the hour therefore there is no need to modify this activity.

IMRA Reviewer Feedback ID 8865726

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Include the vocabulary of expanded form in the activity and lesson.

Page Number(s): Page 274-275
Location: N/A
URL to Content: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUl/view?usp=sharing

Publisher Response: Reject

Thank you for your feedback. The language of expanded form is aligned to Grade 4 breakout language and not required for this Grade 1 breakout. We will consider this feedback for future updates to the program.

IMRA Reviewer Feedback ID 8866771

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Consider adding a problem with more than two addends.

Page Number(s): Page 48
Location: N/A
URL to Content: https://drive.google.com/file/d/1ghOeTfYxBs0pd5raTGLptNZ8i_BWatUl/view?usp=sharing

Publisher Response: Reject

This citation was accepted and we also expect students to complete problems with more than two addends in Unit 3 > Lesson 15 > Activity 1 & 2 as well as Unit 3 > Lesson 16 > Activity 1 & 2) in this sequence.

IMRA Reviewer Feedback ID 9080796

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Add rhombus to the vocabulary in the sample student responses.

Page Number(s): Pages 46-47
Location: N/A
URL to Content: https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/view?usp=drive_link

Publisher Response: Reject

The breakout related to rhombus is meet fully in Unit 7 Lesson 7 therefore we will not be adding that language to this activity at this time.

IMRA Reviewer Feedback ID 9127011

Component: Texas Math: Grade 1 Powered by Kiddom (Print) (9798894308821)

Reviewer Feedback: Halves are mentioned. But consider removing the fourths to be more aligned to the two equal parts as indicated by the breakout.

Page Number(s): Pages 90-91
Location: N/A
URL to Content: https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/view?usp=drive_link

Publisher Response: Reject

The current content requires students to divide a square into halves, as required by the breakout language.

Publisher Submitted Changes
Change ID 9710676

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Updated URL: N/A

Updated Text:
 - If students struggle with the separate start unknown problem, consider asking,
- "How can this part-part-whole mat help you get started?"

- "What do you know? What do you need to find?"

Change ID 9710626

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 1, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: 1.

- Partner 1 draws 2 number cards and uses them to make a two-digit number.

- Each partner says the number.

- Partner 2 builds the number using cubes.

- Partner 1 checks to see if they agree.

- Each partner makes a drawing of the number and records how many tens and ones.

- Switch roles and repeat.

Updated URL: N/A

Updated Text:
 1. Using your connecting cubes, decompose your number in three different ways. Upload a picture of your work. Explain or show your reasoning using one of the tools below.
Image mark up for evaluating responses: https://drive.google.com/file/d/1mF5Gv-Zb2JtDrGW3y3mFzzWIGnGCh_Zf/view?...

Change ID 9710636

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 8, Activity 1, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text: LAUNCH

- Give each student a piece of blank paper and access to connecting cubes in towers of 10 and singles.

- "We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together."

- Display the number 84.

- "What are some ways that I can represent this number?" (I can draw 8 tens and 4 ones, 7 tens and 14 ones, 80 + 4, 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 4, 70 + 14)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Record responses.

- If needed, ask:

- "How can we represent 84 using only 6 tens?"

- "What other addition expressions could we write?"

Updated URL: N/A

Updated Text:

 Launch
- Students should have their whiteboards and markers in front of them.
- "We are going to use the pictorial model to represent a given number. We can use a line to represent tens and a square to represent ones."
- "Decompose the number 84 on your whiteboard."
- Ask a student to share their model. (I drew 8 tens and 4 ones)
- "How can we use our pictorial models to represent our thinking? (I can use them to make an expression)
- 30 seconds: quiet think time
- 1 minute: partner discussion
- "What is another way we can decompose the number 84?"
- If needed, ask:
-"How can we represent 84 with only 6 tens?"
- Ask students with different decompositions to share their work with the class.
- " Next, we are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number
in as many different ways as you can. You need to include at least three expressions and at least two different pictorial models of your number decomposed. Let's make a page together."

Change ID 9710586

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 12, Activity 1, Activity Narrative 1 & 2

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: Narrative 1: The purpose of this activity is for students to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed, rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they have access to connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem.

Page **19** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Narrative 2 end text: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Updated URL: N/A

Updated Text:

Narrative 1 change: The purpose of this activity is for students to formulate a plan to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they can implement their plan using connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem. They also have the opportunity to discuss how they revised their problem-solving plan once they started working. Narrative 2 addition at the end: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Change ID 9710646

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 8, Activity 2, Activity Narrative

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436625-f138-11ee-b1f4-024417c032f7

Original Text: Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and two-digit numbers. Find all the cards that show the same number. Each group should have three cards that match, but they might be different kinds of representations."

- "Work with your partner to explain how the cards match or why some cards don't belong with a group."

- 8 minutes: partner work time

- As students work, consider asking:

-"Why did you match these cards together? How do they match?"

-"Would Card ___ match with this group of cards? Why or why not?"

-"How could you explain how your cards match using the words tens and ones?"

-"How are the cards in this group the same? How are they different?"

Updated URL: N/A

Updated Text:
Activity Narrative
- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and numbers in expanded form. Find all the cards that represent the same number. Each group should have three cards that match, but they might be different kinds of representations."

- "Work with your partner to explain how the cards match or why some cards don't belong with a group."
- 8 minutes: partner work time
- As students work, consider asking:
- "Why did you match these cards together? How do they match?"
- "Would Card __ match with this group of cards? Why or why not?"
- "How could you explain how your cards match using the expanded form?"
- "How are the cards in this group the same? How are they different?"

Change ID 9710596

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 12, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: Display previously identified student work.

"How did they solve the problem?"

Write an equation to match each method of solving.

Updated URL: N/A

Updated Text:
 Display previously identified student work.
-"Can you share your plan or strategy for solving the problem?" (I decided to act it out and solve it.)
-How did you change your plan once you startd working on the problem?"(I through drawing might be easier. So I drew circles to solve it.)
-How can formulating a plan help us to solve story problems?" (It makes you think about the problem instead of just trying to rush to solve it.)

Change ID 9710656

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 1, Activity 1, Questions 1-2

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41f4f6-f138-11ee-9ab4-024417c032f7

Original Text: 1. Some kids were at the library.

Then some of the kids went home.

What do you notice?

What do you wonder?

2. There were 9 kids at the library.

Then 2 of the kids went home.

How many kids are at the library now?

Updated URL: N/A

Updated Text:
 Use your cubes or counters to show your thinking. Upload your work to show your thinking.
1. There were 9 kids at the library.
Then 2 of the kids went home.
How many kids are at the library now?
2. There are some comic books in the library.
The library bought 3 more comic books.
Now there are 15 comic books in the library
How many comic books did the library start with?

Change ID 9710606

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: Required Materials

- Connecting cubes in towers of 10 and singles

- Number cards 0-10

Updated URL: N/A

Updated Text:
 Required Materials
- Connecting cubes in towers of 10 and singles
- Number cards 0 - 9 (three sets per group)

Change ID 9710666

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: Display 15 - 6= ___ and 6 + ___ =15

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated URL: N/A

Updated Text:
 - Display student work and the model for problem 1.
image in this file: https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0JdXCztB/view?...
- "How did you use the model to help you solve this problem?" (I wrote a 7 in the yellow rectangle because it was the smallest number. I knew the longest rectangle was my total.)
- "Turn and talk with your partner. In question 2, did you know your total, or did you need to find a total?" (We needed a total.)
- 1 minute: partner work
- Share responses and student work. Highlight students who marked the model to justify thinking.
- "How can using a model help us to solve a problem?" (It can help me see I
need a total. It helps me think of a related fact I can use.)
- Consider writing an equation and allowing students to create a model they
want to use to solve the problem.

Change ID 9710616

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: Activity Narrative

- 10 minutes: partner work time

- As students work, consider asking:

- "How do you say this two-digit number?"

- "What is your plan for building the number?"

- "How many tens does this number have?"

- "How many ones does this number have?"

Updated URL: N/A

Updated Text:
 ACTIVITY NARRATIVE

- Today, you will decompose a number in three different ways. You can decompose the number as any sum of hundreds, tens, or ones. But all three ways must equal the same number you selected. Your number must be larger than 20 and smaller than 121."
- Monitor for students who:
- choose numbers with three digits
- Represent their number as one tower with different-colored cubes for each piece (one long tower of 24, but 14 are blue and 6 are orange).

Change ID 9710416

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 2, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text: - Groups of 2

- Give each group access to the bags and one of each shape to look at.

- Display the chart from the previous activity, a rectangular prism, and a triangular prism.

- "What do you notice about each of these solid shapes?" (All the flat sides on this block are rectangles. Two of the sides on this block are triangles and the rest are rectangles.)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Share responses.

Updated URL: N/A

Updated Text:
 - Groups of 2
- Give each group access to the bags and one of each shape to look at.
- Display a cylinder and a cone.
- "Turn and talk with your partner. Be ready to identify these two shapes."
- 1 minute partner discussion.
- "Identify these two shapes." (A cylinder. A cone.)
- Display chart from yesterday.
- "How could we describe these two shapes?" (A cylinder has 2 flat faces. The cone has only one face. The cone has a vertex.)
- 30 seconds: quiet think time
- 1 minute: partner discussion
- Share responses.
- "Now, you will try to identify shapes."

Change ID 9710366

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Updated URL: N/A

Updated Text:
 Display the model for question 1. If students attempt to solve each problem by adding the known quantities, consider asking:
- "What is the story problem about? What do you know? What do you need to figure out?"
- "What did you do to solve the problem?"
- "What does your answer mean in the story? Does it make sense?"

Change ID 9710376

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Question 1 & 2

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: 1. There are 7 first graders and some second graders at the planetarium.

There are 18 students at the planetarium.

How many second graders are at the planetarium?

2. When the show started, 18 stars lit up in the sky.

13 stars were bright.

Some of the stars were dim.

How many stars were dim?

Updated URL: N/A

Updated Text:
 1. There are 7 first graders and some second graders at the planetarium. There are 11
students at the planetarium. How many second graders are at the planetarium?
Use the blank model to show your thinking.
2. Lin has some glow-in-the-dark stars. 6 of the stars are small, and 5 of the stars are

large. How many glow-in-the-dark stars does Lin have? Use the model to show your thinking.

background image in this file: https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0JdXCztB/view?...

Change ID 9710436

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 12, Warm Up, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text: "Who can restate the pattern in different words?"

"What do you predict would come after 82? Why?"

Updated URL: N/A

Updated Text:
 - "How can we use connecting cubes to skip count by tens?"
- "Who can restate the pattern in different words?"
- "What do you predict would come after 82? Why?"
- Share student responses from question 1.
- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)

Change ID 9710386

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: Display 15 - 6= ___ and 6 + ___ =15

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated URL: N/A

Updated Text:
 - Display student work and the model for problem 1.

- "How did you use the model to help you solve this problem?" (I crossed off 6 cubes for Noah. I counted the rest.)
- Display ___ - 8 = 12 and 8 + 12 + ____ and the part-part-whole model.
- "How do these statements show how to find the number of stickers Elena
started with?" (She has some stickers and gave 8 away. She gave 8 stickers
away and still had 12. So you can add them to get a total.)

Change ID 9710446

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 6, Activity 1, Questions 1-2

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b70c360-f138-11ee-88c6-024417c032f7

Original Text: 1. These are rectangles.

What is the same about all these rectangles?

2. These are not rectangles.

What makes these shapes different from the rectangles?

Updated URL: N/A

Updated Text:
 1. Circle the shapes you identify as rectangles.
image in this file: https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view?...
2. Circle the shapes you identify as triangles.
image in this file: https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view?...

Change ID 9710396

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 12, Warm-up, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text: - "Count by 10, starting at 2."

- Record as students count.

- Stop counting and recording at 52.

Updated URL: N/A

Updated Text:
 - Display a group of ten cubes connected together.
- "Let's count to determine how many cubes are connected."
- Point to each cube and have students choral count with you.

- "How many cubes do I have?" (10)
- Display a bundle of connecting cubes

connecting cubes image found here:

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view?...

- "How can we use skip counting to count how many cubes we have? (We can count in groups of 10.)
- "Let's skip count by 10."
- Count the collection of cubes by skip counting in groups of 10 and record skip count.

Change ID 9710456

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 1, MLR Supports

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b433754-f138-11ee-af2b-024417c032f7

Original Text: MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson

Updated URL: N/A

Updated Text:

MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson.
Advances: Conversing, Reading

Change ID 9710406

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 1, Warm-up, New Question

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4336c6-f138-11ee-af20-024417c032f7

Original Text: N/A

Updated URL: N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes found here:

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view?...

Page **28** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Change ID 9710736

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 12, Warm Up, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text: "Who can restate the pattern in different words?"

"What do you predict would come after 82? Why?"

Updated URL: N/A

Updated Text:
 - "How can we use connecting cubes to skip count by tens?"
- "Who can restate the pattern in different words?"
- "What do you predict would come after 82? Why?"
- Share student responses from question 1.
- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)

Change ID 9710686

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Question 3 & 4

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: 3. Together, Diego and Tyler saw 15 shooting stars during the show.

Diego saw 6 shooting stars. Tyler saw the rest.

How many shooting stars did Tyler see?

4. In the gift shop, Elena bought 12 star stickers.

She also bought some planet stickers.

Elena bought 20 stickers.

How many planet stickers did she buy?

Updated URL: N/A

Updated Text:
 3. Together, Diego and Tyler saw 15 shooting stars during the show. Diego saw 6 shooting stars. Tyler saw the rest. How many shooting stars did Tyler see? Use the model to show your thinking.
image in this file: https://drive.google.com/file/d/1PJpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...

Page **29** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

4. Elena has some stickers. She gave 8 to her sister, and now she has 12. How many stickers did Elena have to start with? Use the model to show your thinking.
image in this file: https://drive.google.com/file/d/1PJpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...

Change ID 9710746

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 6, Activity 1, Questions 1-2

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b70c360-f138-11ee-88c6-024417c032f7

Original Text: 1. These are rectangles.

What is the same about all these rectangles?

2. These are not rectangles.

What makes these shapes different from the rectangles?

Updated URL: N/A

Updated Text:
 1. Circle the shapes you identify as rectangles.
image in this file: https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view?...
2. Circle the shapes you identify as triangles.
image in this file: https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view?...

Change ID 9710696

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 12, Warm-up, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text: #VALUE!

Updated URL: N/A

Updated Text:
 - "Why can we use these connecting cubes to skip count by 10?" (They are in groups of 10.)
- Share student responses from question 1.
- "How many cubes are there?" (40.)
- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)
- "How can skip counting by 10 help us when we are solving problems? (It is faster than counting by 1 for each block.)

Change ID 9710756

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Page **30** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 1, MLR Supports

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b433754-f138-11ee-af2b-024417c032f7

Original Text: MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson

Updated URL: N/A

Updated Text:
 MLR2 Collect and Display. Circulate, listen for, and collect the language students use as they work with their partners. On a visible display, record words and phrases such as: count, represent, representation, my representation shows, etc. Invite students to use language from the display as needed, and update it throughout the lesson. Invite students to borrow language from the class poster on common sentence frames as needed, as they share their ideas throughout the lesson.
Advances: Conversing, Reading

Change ID 9710706

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 2, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text: 1.

- Pick a bag.

- Each partner feels the shape in the bag without looking at it and thinks about which shape it is.

- Each partner tells which shape they think it is and why.

- Look in the bag to check.

- Pick a different bag.

Updated URL: N/A

Updated Text:
 1.
- Pick a bag.
- Each partner feels the shape in the bag without looking at it and thinks about which shape it is.
- Each partner identifies the shape and justifies their thinking.
- Ex- "It is a cylinder because it is curved and has 2 faces." It is a cone because it is 3-D and has a vertex."
- Look in the bag to check.

- Pick a different bag.

Change ID 9710716

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text: What helped you identify which shape was in the bag? (Feeling flat sides or round sides. Feeling how many corners were on the shape. Feeling the shape of the sides.)

Updated URL: N/A

Updated Text:
 - Display shapes from the bags (cones, cylinders, squares, spheres, etc.)
- Hold up a shape and ask, "Talk with your partner, and be ready to identify this shape."
- 1 minute: partner work
- "What is the name of this shape?" (A cube. A cone. A square.)
- Invite selected students to share some of the geometric language you heard.
- "What helped you identify which shape was in the bag?" (If it didn't have any depth, I knew it was a 2-D shape. I counted the faces if it was a 3-D shape.)
- Ask students to clarify the meaning of a word or phrase.
- "When we started math today, we described a cylinder and a cone by their
attributes. Can you give me an attribute for the cone?" (It is 3-D. It has a vertex.)

Change ID 9710776

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 2, MLR Section

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4246d9-f138-11ee-9fbb-024417c032f7

Original Text: MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging "more" and "fewer." For example, revoice the student statement "three" as "three more students" or "Three more students voted for crayons than markers."

Advances: Listening, Speaking, Conversing

Updated URL: N/A

Updated Text:
 "MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging ""more"" and ""fewer."" For example, revoice the student statement ""three"" as ""three more students"" or ""Three more students voted for crayons than markers.""
Advances: Listening, Speaking, Conversing"

Page **32** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Display sentence stems for students to choose from.

_____ more students voted for _____.

_____ fewer students voted for _____ than _____.

_____ more students voted for _____ than _____.

Change ID 9710726

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 21, Student-facing Task Statement , Student Responses

Original URL: https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/view?usp=sharing

Original Text: N/A

Updated URL: N/A

Updated Text:

In this activity, students will use data to create picture graphs. This activity will help them understand how to organize information visually and interpret data through simple pictorial representations.
Introduction to Data and Picture Graphs:
- Begin by explaining what data is: information that we collect about things.
- Show examples of data in everyday life (e.g., favorite fruits, number of pets, types of transportation).
- Introduce picture graphs as a way to show data visually using pictures.
Explain Picture Graphs:
- Show a simple picture graph (e.g., a graph showing favorite fruits with pictures of apples, bananas, and oranges).
- Explain that each picture represents a certain number of items (often one picture equals one item).

Change ID 9710516

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 13, Activity 3, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71024f-f138-11ee-8c45-024417c032f7

Original Text: Prompt for Multipart Question

Updated URL: N/A

Updated Text:

Draw the minute and hour hand on the clock to show the time the activity happens.

Change ID 9710526

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 21, Activity 2, Student-facing Task Statement

Original URL: https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/view?usp=sharing

Original Text: Table # _____

Updated URL: N/A

Updated Text:
 Delete the original text.

Change ID 9710476

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 13, Activity 2, MLR Section

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4246d9-f138-11ee-9fbb-024417c032f7

Original Text: MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging "more" and "fewer." For example, revoice the student statement "three" as "three more students" or "Three more students voted for crayons than markers."

Advances: Listening, Speaking, Conversing

Updated URL: N/A

Updated Text:
 "MLR8 Discussion Supports. Revoice student ideas to demonstrate and amplify mathematical language use, encouraging ""more"" and ""fewer."" For example, revoice the student statement ""three"" as ""three more students"" or ""Three more students voted for crayons than markers.""
Advances: Listening, Speaking, Conversing"
Display sentence stems for students to choose from.
_____ more students voted for _____.
_____ fewer students voted for _____ than _____.
_____ more students voted for _____ than _____.

Change ID 9710541

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 9, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b422ebe-f138-11ee-9e28-024417c032f7

Original Text: "Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects."

Updated URL: N/A

Updated Text:

"Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects, such as cubes."

Change ID 9710486

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 26, Activity 1, Student Task Statement

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4321ea-f138-11ee-addf-024417c032f7

Original Text: Show your thinking with drawings, numbers, or words using one of the tools below.

Updated URL: N/A

Updated Text:
Show your thinking using drawings or words and provide the addition and subtraction number sentence.

Change ID 9710551

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b43615b-f138-11ee-b1a3-024417c032f7

Original Text: Display 68 and 86.

Updated URL: N/A

Updated Text:
"Display 68 and 86 in standard and pictorial form."

Change ID 9710496

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 15, Warm-up, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: Group of 2

Display the image.

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Updated URL: N/A

Updated Text:
 Group of 2
Display the image.
"What strategy can we use to determine an estimate for how many cranes are in the image?"
1 minute: quiet think time
2 minutes: share strategy with partner
"What is an estimate that's too high?" "Too low?" "About right?"
1 minute: quiet think time

Change ID 9710561

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 14, Warm-up, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b64db7c-f138-11ee-bf6e-024417c032f7

Original Text: Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

1 minute: quiet think time

Updated URL: N/A

Updated Text:
 Groups of 2
Display image.
If necessary, "What is a food drive?"
"What is an estimate that's too high? Too low? About right?"
"Is anyone's estimate less than 30? Is anyone's estimate greater than 60?"
1 minute: quiet think time

Change ID 9710506

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 9, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b422ebe-f138-11ee-9e28-024417c032f7

Original Text: "You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

Page **36** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Updated URL: N/A

Updated Text:
 "You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."
6 minutes: independent work time
Assign each group one of the problems to represent on their poster.
"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."
8 minutes: partner work time
Monitor students to ensure they include a representation as part of their answer.

Change ID 9710786

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 26, Activity 1, Student Task Statement

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4321ea-f138-11ee-addf-024417c032f7

Original Text: Show your thinking with drawings, numbers, or words using one of the tools below.

Updated URL: N/A

Updated Text:
 Show your thinking using drawings or words and provide the addition and subtraction number sentence.

Change ID 9710846

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 1,

Original URL: https://drive.google.com/file/d/1N2TasYR92C6hpBn-AqWu0oUPYvLZ8xH6/view?usp=drive_link

Original Text: The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Updated URL: N/A

Updated Text:

The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Note that adding the value of quarters may be beyond the grade level. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Change ID 9710796

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 15, Warm-up, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: Group of 2

Display the image.

"What is an estimate that's too high?" "Too low?" "About right?"

1 minute: quiet think time

Updated URL: N/A

Updated Text:
 Group of 2
Display the image.
"What strategy can we use to determine an estimate for how many cranes are in the image?"
1 minute: quiet think time
2 minutes: share strategy with partner
"What is an estimate that's too high?" "Too low?" "About right?"
1 minute: quiet think time

Change ID 9710856

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 3, Activity 1, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b650ef8-f138-11ee-812b-024417c032f7

Original Text: "Be ready to explain your thinking in a way that others will understand."

Updated URL: N/A

Updated Text:
 "Be ready to use your manipulatives to explain your thinking."

Change ID 9710806

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 9, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b422ebe-f138-11ee-9e28-024417c032f7

Original Text: "You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."

6 minutes: independent work time

Assign each group one of the problems to represent on their poster.

"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."

8 minutes: partner work time

Updated URL: N/A

Updated Text:
"You are going to solve different types of story problems that we have been working on. After you solve the problems, you will work with a partner to create a poster representing how you solved one of the problems."
6 minutes: independent work time
Assign each group one of the problems to represent on their poster.
"On your chart paper, include a labeled drawing that shows how you solved the problem. Also include an equation."
8 minutes: partner work time
Monitor students to ensure they include a representation as part of their answer.

Change ID 9710866

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 15, Warm-up, Activity

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: "Discuss your thinking with your partner."

Updated URL: N/A

Updated Text:
"Discuss how you estimated the number of cranes with your partner."

Change ID 9710816

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 13, Activity 3, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71024f-f138-11ee-8c45-024417c032f7

Original Text: Prompt for Multipart Question

Updated URL: N/A

Updated Text:
 Draw the minute and hour hand on the clock to show the time the activity happens.

Change ID 9710826

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 21, Activity 2, Student-facing Task Statement

Original URL: https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/view?usp=sharing

Original Text: Table # _____

Updated URL: N/A

Updated Text:
 Delete the original text.

Change ID 9710311

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: Required Materials

- Connecting cubes in towers of 10 and singles

- Number cards 0-10

Updated URL: N/A

Updated Text:
 Required Materials
- Connecting cubes in towers of 10 and singles
- Number cards 0 - 9 (three sets per group)

Change ID 9710321

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: Activity Narrative

- 10 minutes: partner work time

- As students work, consider asking:

- "How do you say this two-digit number?"

- "What is your plan for building the number?"

- "How many tens does this number have?"

- "How many ones does this number have?"

Updated URL: N/A

Updated Text:
 ACTIVITY NARRATIVE
- Today, you will decompose a number in three different ways. You can decompose the number as any sum of hundreds, tens, or ones. But all three ways must equal the same number you selected. Your number must be larger than 20 and smaller than 121."
- Monitor for students who:
- choose numbers with three digits
- Represent their number as one tower with different-colored cubes for each piece (one long tower of 24, but 14 are blue and 6 are orange).

Change ID 9710331

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 1, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: 1.

- Partner 1 draws 2 number cards and uses them to make a two-digit number.

- Each partner says the number.

- Partner 2 builds the number using cubes.

- Partner 1 checks to see if they agree.

- Each partner makes a drawing of the number and records how many tens and ones.

- Switch roles and repeat.

Updated URL: N/A

Updated Text:

 1. Using your connecting cubes, decompose your number in three different ways. Upload a picture of your work. Explain or show your reasoning using one of the tools below.

Image mark up for evaluating responses: https://drive.google.com/file/d/1mF5Gv-Zb2JtDrGW3y3mFzzWIGnGCh_Zf/view?...

Change ID 9710341

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 8, Activity 1, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text: LAUNCH

- Give each student a piece of blank paper and access to connecting cubes in towers of 10 and singles.

- "We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together."

- Display the number 84.

- "What are some ways that I can represent this number?" (I can draw 8 tens and 4 ones, 7 tens and 14 ones, 80 + 4, 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 4, 70 + 14)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Record responses.

- If needed, ask:

- "How can we represent 84 using only 6 tens?"

- "What other addition expressions could we write?"

Updated URL: N/A

Updated Text:
 Launch
- Students should have their whiteboards and markers in front of them.
- "We are going to use the pictorial model to represent a given number. We can use a line to represent tens and a square to represent ones."
- "Decompose the number 84 on your whiteboard."
- Ask a student to share their model. (I drew 8 tens and 4 ones)
- "How can we use our pictorial models to represent our thinking? (I can use them to make an expression)
- 30 seconds: quiet think time
- 1 minute: partner discussion

- "What is another way we can decompose the number 84?"

- If needed, ask:

-"How can we represent 84 with only 6 tens?"

- Ask students with different decompositions to share their work with the class.

- " Next, we are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number

in as many different ways as you can. You need to include at least three expressions and at least two different pictorial models of your number decomposed. Let's make a page together."

Change ID 9710291

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 12, Activity 1, Activity Narrative 1 & 2

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: Narrative 1: The purpose of this activity is for students to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed, rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they have access to connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem.

Narrative 2 end text: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Updated URL: N/A

Updated Text:

 Narrative 1 change: The purpose of this activity is for students to formulate a plan to solve a Compare, Difference Unknown story problem using modified language. Students begin the activity by looking at the problem displayed rather than in their books. They identify the important quantities before working on the problem, giving them an entry point for addressing the question, phrased negatively, of how many students will not have a pencil (MP1). When students open their books and work on the problem, they can implement their plan using connecting cubes or two-color counters. In the lesson synthesis, students connect equations to different ways of solving the problem. They also have the opportunity to discuss how they revised their problem-solving plan once they started working. Narrative 2 addition at the end: Monitor for a student who represents counting up from 6 to 10 and one who represents subtracting 6 from 10.

Change ID 9710351

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 8, Activity 2, Activity Narrative

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436625-f138-11ee-b1f4-024417c032f7

Original Text: Activity Narrative

- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and two-digit numbers. Find all the cards that show the same number. Each group should have three cards that match, but they might be different kinds of representations."

- "Work with your partner to explain how the cards match or why some cards don't belong with a group."

- 8 minutes: partner work time

- As students work, consider asking:

-"Why did you match these cards together? How do they match?"

-"Would Card __ match with this group of cards? Why or why not?"

-"How could you explain how your cards match using the words tens and ones?"

-"How are the cards in this group the same? How are they different?"

Updated URL: N/A

Updated Text:
 Activity Narrative
- "This set of cards includes base-ten diagrams, words that show ___ tens and ___ones, expressions, and numbers in expanded form. Find all the cards that represent the same number. Each group should have three cards that match, but they might be different kinds of representations."
- "Work with your partner to explain how the cards match or why some cards don't belong with a group."
- 8 minutes: partner work time
- As students work, consider asking:
- "Why did you match these cards together? How do they match?"
- "Would Card __ match with this group of cards? Why or why not?"
- "How could you explain how your cards match using the expanded form?"
- "How are the cards in this group the same? How are they different?"

Change ID 9710301

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 12, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: Display previously identified student work.

"How did they solve the problem?"

Write an equation to match each method of solving.

Updated URL: N/A

Updated Text:

Display previously identified student work.

-"Can you share your plan or strategy for solving the problem?" (I decided to act it out and solve it.)

-How did you change your plan once you startd working on the problem?"(I through drawing might be easier. So I drew circles to solve it.)

-How can formulating a plan help us to solve story problems?" (It makes you think about the problem instead of just trying to rush to solve it.)

Change ID 9710631

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 8, Activity 1, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text: REQUIRED MATERIALS

- Connecting cubes in towers of 10 and singles.

- Paper

Updated URL: N/A

Updated Text:
 Required Materials
- Connecting cubes in towers of 10 and singles
- Paper
- Whiteboard
- Whiteboard marker

Change ID 9710641

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 8, Activity 1, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text: 1. We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together.

Updated URL: N/A

Updated Text:
 1.
We are going to create a class book. First you will plan out
your page. Pick your favorite number between 20 and 100. You
will represent your number in as many different ways as you

can. You need to include at least three expressions and at least

two different pictorial models of your number decomposed.

Let's make a page together."

image: see file https://drive.google.com/file/d/1ZJ-LZA9GYKTAdsFZpvfkfdlU2VoauXFf/view?...

Change ID 9710591

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 12, Activity 1, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: -Groups of 2

-Give students access to connecting cubes or two-color counters.

Updated URL: N/A

Updated Text:
 -Groups of 2
-Give students access to connecting cubes or two-color counters.
-"What does it mean to have a plan? Can you give me an example?" (To know how you want to do something. If you need to be at soccer at 6, you may plan when to leave your house.)

Change ID 9710651

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 8, Activity 2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436625-f138-11ee-b1f4-024417c032f7

Original Text: Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.

- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.

- Highlight the use of terms like tens, ones, and digits.

Updated URL: https://drive.google.com/file/d/1m2v5btMqR25hCTstyLO0_OZcMAYUw0w6/view?usp=drive_link

Updated Text:
 Activity Synthesis
- Invite students to share the matches they made and how they know those cards go together.

- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.
- "How do we represent 118 in expanded form?" (100 + 10 + 18)

Change ID 9710661

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Updated URL: N/A

Updated Text:

 Display the model for question 1. If students attempt to solve each problem by adding the known quantities, consider asking:
- "What is the story problem about? What do you know? What do you need to figure out?"
- "What did you do to solve the problem?"
- "What does your answer mean in the story? Does it make sense?"

Change ID 9710611

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: Launch

- Groups of 2

- Give each group a set of number cards, connecting cubes in towers of 10 and singles, and recording sheets.

-Ask students to take out the cards with 10 on them.

- "We are going to play a game called Make It. You will work with your partner to make a two-digit number and represent the number in different ways."

- Display two number cards and the recording sheet.

- "First, one partner picks two number cards and makes a two-digit number. I picked a [3] and a [5]. What two-digit numbers can I make?" (35 or 53)

- Demonstrate writing one of the numbers on the recording sheet.

-"Now both partners say the number."

- 'Then, the partner who made the number watches the other partner build the number with connecting cubes. Make sure you both agree on how to build the number. Then both partners complete the recording sheet with a drawing and the number of tens and ones."

Updated URL: N/A

Updated Text:
 Launch
- Groups of 2
- Display a number between 20 and 120.
- "Let's use our cubes to decompose the number 24 in three different ways."
- Select students to help you build 24 as the sum of so many tens and ones. Ex- 2 towers of 10 and 4 cubes, two towers of 12, and a tower of 14 and 6. Consider writing expressions to match the model.
-"How are these models similar? How are they different?" (They all equal 24. They all use cubes. The blocks are arranged differently.)
- 1 minute: partner work
- Share responses.

Change ID 9710671

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Question 1 & 2

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: 1. There are 7 first graders and some second graders at the planetarium.

There are 18 students at the planetarium.

How many second graders are at the planetarium?

2. When the show started, 18 stars lit up in the sky.

13 stars were bright.

Some of the stars were dim.

How many stars were dim?

Updated URL: N/A

Updated Text:
 1. There are 7 first graders and some second graders at the planetarium. There are 11
students at the planetarium. How many second graders are at the planetarium?

Use the blank model to show your thinking.

2. Lin has some glow-in-the-dark stars. 6 of the stars are small, and 5 of the stars are large. How many glow-in-the-dark stars does Lin have? Use the model to show your thinking.

background image in this file: https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0JdXCztB/view?...

Change ID 9710621

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: ACTIVITY SYNTHESIS

- Display the number 24 and a base-ten drawing of 4 tens and 2 ones.

- "Tyler made a drawing of 24. Do you agree with how he showed 24? Why or why not?" (No, because he drew 4 tens and 2 ones instead of 2 tens and 4 ones. He made the number 42 instead of 24.)

- "Tyler's drawing shows 42, not 24. They both have the digits 2 and 4, but they are in different places, which makes them different numbers."

Updated URL: N/A

Updated Text:
 ACTIVITY SYNTHESIS
- Select students to share their models.
- "For this model, all the cubes are connected. Can you share how it represents your number?" (It shows a total of 24, but the colors show the two parts.)
- Thinking of this model, how can we represent it as the sum of its parts?" (14 + 6 = 24.)
- How did you use the digits in the two-digit number (or three-digit) you created to figure out how to make the collection of connecting cubes?" (I know the digit on the left shows how many tens, so we got that many towers of ten. The digit on the right shows how many ones, so we got that many single cubes.)
- "How did you come up with a new way to decompose your number?" (I knew that 20 is two tens or 20 ones.)
- "Now, let's do a gallery walk to observe other collections."

Change ID 9710411

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 2, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text: 1.

- Pick a bag.

- Each partner feels the shape in the bag without looking at it and thinks about which shape it is.

- Each partner tells which shape they think it is and why.

- Look in the bag to check.

- Pick a different bag.

Updated URL: N/A

Updated Text:
 1.
- Pick a bag.
- Each partner feels the shape in the bag without looking at it and thinks about which shape it is.
- Each partner identifies the shape and justifies their thinking.
- Ex- "It is a cylinder because it is curved and has 2 faces." It is a cone because it is 3-D and has a vertex."
- Look in the bag to check.
- Pick a different bag.

Change ID 9710361

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 1, Activity 1, Questions 1-2

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41f4f6-f138-11ee-9ab4-024417c032f7

Original Text: 1. Some kids were at the library.

Then some of the kids went home.

What do you notice?

What do you wonder?

2. There were 9 kids at the library.

Then 2 of the kids went home.

How many kids are at the library now?

Updated URL: N/A

Updated Text:
 Use your cubes or counters to show your thinking. Upload your work to show your thinking.
1. There were 9 kids at the library.
Then 2 of the kids went home.
How many kids are at the library now?
2. There are some comic books in the library.
The library bought 3 more comic books.
Now there are 15 comic books in the library
How many comic books did the library start with?

Change ID 9710421

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text: What helped you identify which shape was in the bag? (Feeling flat sides or round sides. Feeling how many corners were on the shape. Feeling the shape of the sides.)

Updated URL: N/A

Updated Text:
 - Display shapes from the bags (cones, cylinders, squares, spheres, etc.)
- Hold up a shape and ask, "Talk with your partner, and be ready to identify this shape."
- 1 minute: partner work
- "What is the name of this shape?" (A cube. A cone. A square.)
- Invite selected students to share some of the geometric language you heard.
- "What helped you identify which shape was in the bag?" (If it didn't have any depth, I knew it was a 2-D shape. I counted the faces if it was a 3-D shape.)
- Ask students to clarify the meaning of a word or phrase.
- "When we started math today, we described a cylinder and a cone by their attributes. Can you give me an attribute for the cone?" (It is 3-D. It has a vertex.)

Change ID 9710371

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: Display 15 - 6= ___ and 6 + ___ =15

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated URL: N/A

Updated Text:
 - Display student work and the model for problem 1.

image in this file: https://drive.google.com/file/d/1os9v6tPzxU7_aUe3kWQZclbF0JdXCztB/view?...

- "How did you use the model to help you solve this problem?" (I wrote a 7 in the yellow rectangle because it was the smallest number. I knew the longest rectangle was my total.)
- "Turn and talk with your partner. In question 2, did you know your total, or did you need to find a total?" (We needed a total.)
- 1 minute: partner work
- Share responses and student work. Highlight students who marked the model to justify thinking.
- "How can using a model help us to solve a problem?" (It can help me see I
need a total. It helps me think of a related fact I can use.)
- Consider writing an equation and allowing students to create a model they
want to use to solve the problem.

Change ID 9710431

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 21, Activity 2, Student-facing Task Statement , Student Responses

Original URL: https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/view?usp=sharing

Original Text: Represent the data shown in your table in a bar graph.

Table # _____

Updated URL: N/A

Updated Text:
 Let's collect data as a class. What is your favorite fruit? We will tally the results on the board:
- Apples: ____ students
- Bananas: ____ students
- Oranges: ____ students
Use the data to draw a picture graph using simple pictures. Label the graph and explain how
each picture represents one student's choice.

Change ID 9710381

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Advancing Student Thinking

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: If students attempt to solve each problem by adding the known quantities, consider asking:

- "What is the story problem about? What do you know? What do you need to figure out?"

- "What did you do to solve the problem?"

- "What does your answer mean in the story? Does it make sense?"

Updated URL: N/A

Updated Text:

 - If students struggle with the separate start unknown problem, consider asking,
- "How can this part-part-whole mat help you get started?"
- "What do you know? What do you need to find?"

Change ID 9710441

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 12, Warm Up, Question 3

Original URL: https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view

Original Text: N/A

Updated URL: N/A

Updated Text:

 3. Skip count by 10 to count the number of cubes below.

image of connecting cubes: image found in file

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view

Change ID 9710391

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Question 3 & 4

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: 3. Together, Diego and Tyler saw 15 shooting stars during the show.

Diego saw 6 shooting stars. Tyler saw the rest.

How many shooting stars did Tyler see?

4. In the gift shop, Elena bought 12 star stickers.

She also bought some planet stickers.

Elena bought 20 stickers.

How many planet stickers did she buy?

Updated URL: N/A

Updated Text:

 3. Together, Diego and Tyler saw 15 shooting stars during the show. Diego saw 6 shooting stars. Tyler saw the rest. How many shooting stars did Tyler see? Use the model to show your thinking.

image in this file: https://drive.google.com/file/d/1PJpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...

4. Elena has some stickers. She gave 8 to her sister, and now she has 12. How many stickers did Elena have to start with? Use the model to show your thinking.

image in this file: https://drive.google.com/file/d/1PJpeR-P3LNbe7rJhYUcHU7toAjUh7PtZ/view?...

Change ID 9710401

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 12, Warm-up, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text: #VALUE!

Updated URL: N/A

Updated Text:
 - "Why can we use these connecting cubes to skip count by 10?" (They are in groups of 10.)
- Share student responses from question 1.
- "How many cubes are there?" (40.)
- "How did you know your skip counting by 10 was correct?" (I checked my skip counting with a 120 chart. I knew the digit in the tens place was the only thing changing.)
- "How can skip counting by 10 help us when we are solving problems? (It is faster than counting by 1 for each block.)

Change ID 9710781

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 1

Original URL: https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view?usp=drive_link

Original Text: The image does not include row lines.

Updated URL: N/A

Updated Text:
 Row lines added to the table provided.

Change ID 9710731

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 1, Lesson 21, Activity 2, Student-facing Task Statement , Student Responses

Original URL: https://drive.google.com/file/d/1g8t3Fn5NiFC9IY_MW1aMktHLvEvwoWMf/view?usp=sharing

Original Text: Represent the data shown in your table in a bar graph.

Table # _____

Page **54** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Updated URL: N/A

Updated Text:

 Let's collect data as a class. What is your favorite fruit? We will tally the results on the board:

- Apples: ____ students

- Bananas: ____ students

- Oranges: ____ students

Use the data to draw a picture graph using simple pictures. Label the graph and explain how each picture represents one student's choice.

Change ID 9710681

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 5, Activity 1, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b71832d-f138-11ee-9061-024417c032f7

Original Text: Display 15 - 6= ___ and 6 + ___ =15

- "How do both of these equations help you find the number of shooting stars Tyler saw?"

- Invite previously identified students to share. As needed, ask students to connect the numbers they use to the story problem.

- "How are these methods the same? How are they different?" (They both find the same number of dim stars. Both show that there's some bright stars, some dim stars, and a total number. One way uses addition to count on from the number of bright stars. One uses subtraction to take away the number of bright stars from the total.)

Updated URL: N/A

Updated Text:

 - Display student work and the model for problem 1.
- "How did you use the model to help you solve this problem?" (I crossed off 6 cubes for Noah. I counted the rest.)
- Display ___ - 8 = 12 and 8 + 12 + ____ and the part-part-whole model.
- "How do these statements show how to find the number of stickers Elena
started with?" (She has some stickers and gave 8 away. She gave 8 stickers
away and still had 12. So you can add them to get a total.)

Change ID 9710741

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 12, Warm Up, Question 3

Original URL: https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view

Original Text: N/A

Updated URL: N/A

Page **55** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes: image found in file

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view

Change ID 9710691

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 12, Warm-up, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b42cc44-f138-11ee-a855-024417c032f7

Original Text: - "Count by 10, starting at 2."

- Record as students count.

- Stop counting and recording at 52.

Updated URL: N/A

Updated Text:

- Display a group of ten cubes connected together.
- "Let's count to determine how many cubes are connected."
- Point to each cube and have students choral count with you.
- "How many cubes do I have?" (10)
- Display a bundle of connecting cubes
connecting cubes image found here:
https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view?...
- "How can we use skip counting to count how many cubes we have? (We can count in groups of 10.)
- "Let's skip count by 10."
- Count the collection of cubes by skip counting in groups of 10 and record skip count.

Change ID 9710701

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 1, Warm-up, New Question

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4336c6-f138-11ee-af20-024417c032f7

Original Text: N/A

Updated URL: N/A

Updated Text:

3. Skip count by 10 to count the number of cubes below.

image of connecting cubes found here:

https://drive.google.com/file/d/1x3okiX5PVAzMe7O7rmLLmobCuCte_wcY/view?...

Change ID 9710711

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 2, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text: - Groups of 2

- Give each group access to the bags and one of each shape to look at.

- Display the chart from the previous activity, a rectangular prism, and a triangular prism.

- "What do you notice about each of these solid shapes?" (All the flat sides on this block are rectangles. Two of the sides on this block are triangles and the rest are rectangles.)

- 30 seconds: quiet think time

- 1 minute: partner discussion

- Share responses.

Updated URL: N/A

Updated Text:
 - Groups of 2
- Give each group access to the bags and one of each shape to look at.
- Display a cylinder and a cone.
- "Turn and talk with your partner. Be ready to identify these two shapes."
- 1 minute partner discussion.
- "Identify these two shapes." (A cylinder. A cone.)
- Display chart from yesterday.
- "How could we describe these two shapes?" (A cylinder has 2 flat faces. The cone has only one face. The cone has a vertex.)
- 30 seconds: quiet think time
- 1 minute: partner discussion
- Share responses.
- "Now, you will try to identify shapes."

Change ID 9710521

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 6, Activity 1, Activity Narrative

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b421497-f138-11ee-9ca2-024417c032f7

Page **57** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Original Text: Monitor for students who solve in the following ways and can explain their thinking clearly:

objects or drawings and count all

objects or drawings and count on

numbers and count on

Updated URL: N/A

Updated Text:
Monitor for students who solve in the following ways and can explain their thinking clearly:
objects, symbols, or drawings and count all
objects, symbols, or drawings and count on
numbers and count on

Change ID 9710531

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 2, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text: Display the chart from the previous activity, a rectangular prism, and a triangular prism.

Updated URL: N/A

Updated Text:
Display the chart from the previous activity, a rectangular prism, and a cone.

Change ID 9710481

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 1

Original URL: https://drive.google.com/file/d/1jDC4TNrcSktbHmEGFdNM1JrnsB0PBuCR/view?usp=drive_link

Original Text: The image does not include row lines.

Updated URL: N/A

Updated Text:
Row lines added to the table provided.

Change ID 9710546

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 5, Activity 1,

Original URL: https://drive.google.com/file/d/1N2TasYR92C6hpBn-AqWu0oUPYvLZ8xH6/view?usp=drive_link

Original Text: The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Updated URL: N/A

Updated Text:
 The purpose of this activity is for students to learn the value of a quarter and find combinations of coins that have the same value as a set of quarters. Look for ways students use what they know about tens and ones and counting by 10 and 5 as they reason about different ways to represent the same value in cents. Note that adding the value of quarters may be beyond the grade level. Listen for ways students make connections between the value of a coin and the number of coins needed to represent the same value (MP8).

Change ID 9710491

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 2, Activity 2, Student Task Statement

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b428b23-f138-11ee-a40f-024417c032f7

Original Text: How can both methods be correct? Show your thinking using drawings, numbers, or words.

Updated URL: N/A

Updated Text:
 How can both methods be correct? Show your thinking using drawings, numbers, or words. Share your answer with your partner.

Change ID 9710556

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 3, Activity 1, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b650ef8-f138-11ee-812b-024417c032f7

Original Text: "Be ready to explain your thinking in a way that others will understand."

Updated URL: N/A

Updated Text:
 "Be ready to use your manipulatives to explain your thinking."

Change ID 9710501

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 15, Warm-up, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: "Is anyone's estimate less than 20? Is anyone's estimate greater than 30?"

"Based on this discussion does anyone want to revise their estimate?"

Updated URL: N/A

Updated Text:
 "Is anyone's estimate less than 20?" "What strategy did you use to make your estimation?"
"Is anyone's estimate greater than 30?" "What strategy did you use to make your estimation?"
"Based on this discussion does anyone want to revise their estimate?"

Change ID 9710566

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 15, Warm-up, Activity

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: "Discuss your thinking with your partner."

Updated URL: N/A

Updated Text:
 "Discuss how you estimated the number of cranes with your partner."

Change ID 9710511

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 15, Warm-up, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: How many cranes are there in the image?

Record an estimate that is:

Updated URL: N/A

Updated Text:
 How many cranes are there in the image?
Record an estimate in each column.

Describe how you determined the estimate in each column.

Change ID 9710831

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 7, Lesson 1, Activity 2, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65d992-f138-11ee-8776-024417c032f7

Original Text: Display the chart from the previous activity, a rectangular prism, and a triangular prism.

Updated URL: N/A

Updated Text:
Display the chart from the previous activity, a rectangular prism, and a cone.

Change ID 9710841

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 9, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b422ebe-f138-11ee-9e28-024417c032f7

Original Text: "Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects."

Updated URL: N/A

Updated Text:
"Share your thinking with your partner. Show your thinking using drawings, numbers, words, or objects, such as cubes."

Change ID 9710791

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 3, Lesson 2, Activity 2, Student Task Statement

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b428b23-f138-11ee-a40f-024417c032f7

Original Text: How can both methods be correct? Show your thinking using drawings, numbers, or words.

Updated URL: N/A

Updated Text:
How can both methods be correct? Show your thinking using drawings, numbers, or words. Share your answer with your partner.

Page **61** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Change ID 9710851

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b43615b-f138-11ee-b1a3-024417c032f7

Original Text: Display 68 and 86.

Updated URL: N/A

Updated Text:
 "Display 68 and 86 in standard and pictorial form."

Change ID 9710801

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 15, Warm-up, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: "Is anyone's estimate less than 20? Is anyone's estimate greater than 30?"

"Based on this discussion does anyone want to revise their estimate?"

Updated URL: N/A

Updated Text:
 "Is anyone's estimate less than 20?" "What strategy did you use to make your estimation?"
"Is anyone's estimate greater than 30?" "What strategy did you use to make your estimation?"
"Based on this discussion does anyone want to revise their estimate?"

Change ID 9710861

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 5, Lesson 14, Warm-up, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b64db7c-f138-11ee-bf6e-024417c032f7

Original Text: Groups of 2

Display image.

If necessary, "What is a food drive?"

"What is an estimate that's too high? Too low? About right?"

1 minute: quiet think time

Updated URL: N/A

Updated Text:
 Groups of 2
Display image.
If necessary, "What is a food drive?"
"What is an estimate that's too high? Too low? About right?"
"Is anyone's estimate less than 30? Is anyone's estimate greater than 60?"
1 minute: quiet think time

Change ID 9710811

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 6, Lesson 15, Warm-up, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: How many cranes are there in the image?

Record an estimate that is:

Updated URL: N/A

Updated Text:
 How many cranes are there in the image?
Record an estimate in each column.
Describe how you determined the estimate in each column.

Change ID 9710821

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 6, Activity 1, Activity Narrative

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b421497-f138-11ee-9ca2-024417c032f7

Original Text: Monitor for students who solve in the following ways and can explain their thinking clearly:

objects or drawings and count all

objects or drawings and count on

numbers and count on

Updated URL: N/A

Updated Text:

Monitor for students who solve in the following ways and can explain their thinking clearly:

objects, symbols, or drawings and count all

objects, symbols, or drawings and count on

numbers and count on

Change ID 9710316

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: Unit 4, Lesson 7, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: Launch

- Groups of 2

- Give each group a set of number cards, connecting cubes in towers of 10 and singles, and recording sheets.

-Ask students to take out the cards with 10 on them.

- "We are going to play a game called Make It. You will work with your partner to make a two-digit number and represent the number in different ways."

- Display two number cards and the recording sheet.

- "First, one partner picks two number cards and makes a two-digit number. I picked a [3] and a [5]. What two-digit numbers can I make?" (35 or 53)

- Demonstrate writing one of the numbers on the recording sheet.

-"Now both partners say the number."

- 'Then, the partner who made the number watches the other partner build the number with connecting cubes. Make sure you both agree on how to build the number. Then both partners complete the recording sheet with a drawing and the number of tens and ones."

Updated URL: N/A

Updated Text:

Launch
- Groups of 2
- Display a number between 20 and 120.
- "Let's use our cubes to decompose the number 24 in three different ways."
- Select students to help you build 24 as the sum of so many tens and ones. Ex- 2 towers of 10 and 4 cubes, two towers of 12, and a tower of 14 and 6. Consider writing expressions to match the model.
-"How are these models similar? How are they different?" (They all equal 24. They all use cubes. The blocks are arranged differently.)
- 1 minute: partner work
- Share responses.

Page **64** of **74**

Texas Instructional Materials Review and Approval (IMRA) | Last published November 10, 2024
Kiddom, Mathematics, Grade 1,Texas Math: Grade 1 Powered by Kiddom

Change ID 9710326

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 7, Activity 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436092-f138-11ee-b197-024417c032f7

Original Text: ACTIVITY SYNTHESIS

- Display the number 24 and a base-ten drawing of 4 tens and 2 ones.

- "Tyler made a drawing of 24. Do you agree with how he showed 24? Why or why not?" (No, because he drew 4 tens and 2 ones instead of 2 tens and 4 ones. He made the number 42 instead of 24.)

- "Tyler's drawing shows 42, not 24. They both have the digits 2 and 4, but they are in different places, which makes them different numbers."

Updated URL: N/A

Updated Text:
 ACTIVITY SYNTHESIS
- Select students to share their models.
- "For this model, all the cubes are connected. Can you share how it represents your number?" (It shows a total of 24, but the colors show the two parts.)
- Thinking of this model, how can we represent it as the sum of its parts?" (14 + 6 = 24.)
- How did you use the digits in the two-digit number (or three-digit) you created to figure out how to make the collection of connecting cubes?" (I know the digit on the left shows how many tens, so we got that many towers of ten. The digit on the right shows how many ones, so we got that many single cubes.)
- "How did you come up with a new way to decompose your number?" (I knew that 20 is two tens or 20 ones.)
- "Now, let's do a gallery walk to observe other collections."

Change ID 9710336

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 8, Activity 1, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text: REQUIRED MATERIALS

- Connecting cubes in towers of 10 and singles.

- Paper

Updated URL: N/A

Updated Text:

Required Materials
- Connecting cubes in towers of 10 and singles
- Paper
- Whiteboard
- Whiteboard marker

Change ID 9710346

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 8, Lesson 8, Activity 1, Question 1

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b7198bc-f138-11ee-9162-024417c032f7

Original Text: 1. We are going to create a class book. First you will plan out your page. Pick your favorite number between 20 and 100. You will represent your number in as many different ways as you can. You need to include at least three expressions. Let's make a page together.

Updated URL: N/A

Updated Text:
 1.
We are going to create a class book. First you will plan out
your page. Pick your favorite number between 20 and 100. You
will represent your number in as many different ways as you
can. You need to include at least three expressions and at least
two different pictorial models of your number decomposed.
Let's make a page together."
image: see file https://drive.google.com/file/d/1ZJ-LZA9GYKTAdsFZpvfkfdlU2VoauXFf/view?...

Change ID 9710296

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 2, Lesson 12, Activity 1, Launch

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: -Groups of 2

-Give students access to connecting cubes or two-color counters.

Updated URL: N/A

Updated Text:
 -Groups of 2
-Give students access to connecting cubes or two-color counters.

-"What does it mean to have a plan? Can you give me an example?" (To know how you want to do something. If you need to be at soccer at 6, you may plan when to leave your house.)

Change ID 9710356

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Editorial Change
Current Page Number(s): N/A
Location: Unit 4, Lesson 8, Activity 2, Activity Synthesis

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b436625-f138-11ee-b1f4-024417c032f7

Original Text: Activity Synthesis

- Invite students to share the matches they made and how they know those cards go together.

- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.

- Highlight the use of terms like tens, ones, and digits.

Updated URL: https://drive.google.com/file/d/1m2v5btMqR25hCTstyLO0_OZcMAYUw0w6/view?usp=drive_link

Updated Text:
 Activity Synthesis
- Invite students to share the matches they made and how they know those cards go together.
- Attend to the language that students use to describe their matches and the representations, giving them opportunities to describe the representations more precisely with attention to how they show amounts of tens and ones.
- "How do we represent 118 in expanded form?" (100 + 10 + 18)

Change ID 9710836

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: Error Correction
Current Page Number(s): N/A
Location: Unit 7, Lesson 11, Activity 1, Student-facing Task Statement

Original URL: https://drive.google.com/file/d/1pBDCdN42-K5sXOPRB3C3TQW7oYXOo0uC/view?usp=drive_link

Original Text: N/A

Updated URL: N/A

Updated Text:
 1. Count the number of shaded triangles.
 2. Count the number of shaded circles.
 3. How many trianges are in the picture? How many circles are in the picture?

Change ID 9710576

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Insert document at bottom of the page

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4199b5-f138-11ee-94f6-024417c032f7

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1OxoIX2MUmBTHoEhD1J-qXfcM6Hpfat9o/view?usp=drive_link

Updated Text:
 https://drive.google.com/file/d/1OxoIX2MUmBTHoEhD1J-qXfcM6Hpfat9o/view?...

Change ID 9710426

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 14, New Lesson

Original URL: https://drive.google.com/file/d/1m56HfzgNjxm4lMbbRv5SYFGLhrBIZCTi/view?usp=sharing

Original Text: New Content

Updated URL: N/A

Updated Text:
 https://drive.google.com/file/d/1m56HfzgNjxm4lMbbRv5SYFGLhrBIZCTi/view?...

Change ID 9710766

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 13, MLR Section

Original URL: https://drive.google.com/file/d/1h0pcx8BqqjlKpDfNKfOA237rGjMPHPeR/view

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/view?usp=drive_link

Updated Text:
 1st grade prompt: As first graders examine the image on the slide, have them start with sharing any triangles they see. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."
Watch/Listen: Playground Guests
Access for English Language Learners
MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change ID 9710466

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 6, Lesson 13, MLR Section

Original URL: https://drive.google.com/file/d/1h0pcx8BqqjlKpDfNKfOA237rGjMPHPeR/view

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1LBioXU3X0fTm35HY56ArPvUzjOOTlhOp/view?usp=drive_link

Updated Text:
 1st grade prompt: As first graders examine the image on the slide, have them start with sharing any triangles they see. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."
Watch/Listen: Playground Guests
Access for English Language Learners
MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change ID 9710571

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Add to the bottom of the page

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41950d-f138-11ee-94ab-024417c032f7

Original Text: New Content

Updated URL: N/A

Updated Text:
 https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...

Change ID 9710281

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Insert document at bottom of the page

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b4199b5-f138-11ee-94f6-024417c032f7

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1OxoIX2MUmBTHoEhD1J-qXfcM6Hpfat9o/view?usp=drive_link

Updated Text:
 https://drive.google.com/file/d/1OxoIX2MUmBTHoEhD1J-qXfcM6Hpfat9o/view?...

Change ID 9710581

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Insert document at the top of the page

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1G0j8YI2RYFedMCQZ8vCntbnA06Z8gISK/view?usp=drive_link

Updated Text:
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Change ID 9710601

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 2, Lesson 12, Activity 1, Student Task, Part c

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: New Content

Updated URL: N/A

Updated Text:
How did you change your plan for solving once you started?

Change ID 9710451

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Talking Math, Slide 20, MLR Supports

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Original Text: New Content

Updated URL: N/A

Updated Text:
Access for English Language Learners
MLR8 Discussion Supports. For first graders, students should discuss their
answers to the prompt with a partner. Be prepared to prompt students about process: "What should we do first?
[count the elephants in the picture] What should we do next? [add the number of new elephants, 8]"

Advances: Listening, Speaking

Change ID 9710461

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Talking Math, Slide 13, Notes Section

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Original Text: New Content

Updated URL: N/A

Updated Text:
 1st grade prompt: As first graders examine the image on the slide, have them start by pointing to any triangles they see, tracing the outline. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."
Watch/Listen: Playground Guests
Access for English Language Learners
MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change ID 9710751

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Talking Math, Slide 20, MLR Supports

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Original Text: New Content

Updated URL: N/A

Updated Text:
 Access for English Language Learners
MLR8 Discussion Supports. For first graders, students should discuss their
answers to the prompt with a partner. Be prepared to prompt students about process: "What should we do first? [count the elephants in the picture] What should we do next? [add the number of new elephants, 8]"
Advances: Listening, Speaking

Change ID 9710761

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A

Location: Talking Math, Slide 13, Notes Section

Original URL:
https://docs.google.com/presentation/d/1R0ob2DEuh2QRYAGKECMzbTnoswr3bbM_B6Dp_AHkoNg/edit?usp=sharing

Original Text: New Content

Updated URL: N/A

Updated Text:
 1st grade prompt: As first graders examine the image on the slide, have them start by pointing to any triangles they see, tracing the outline. Then have them work with a partner to determine what other shapes could be made by combining shapes. Supply sentence frames: "I can put these two ____ together to make a ____."
Watch/Listen: Playground Guests
Access for English Language Learners
MLR1 Stronger and Clearer Each Time. For first graders, pause the read along at key points and ask students take notes of the count of animals using words or pictures.

Change ID 9710771

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Place at bottom of the Page

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41950d-f138-11ee-94ab-024417c032f7

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?usp=sharing

Updated Text:
 https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...

Change ID 9710721

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 7, Lesson 14, New Lesson

Original URL: https://drive.google.com/file/d/1m56HfzgNjxm4lMbbRv5SYFGLhrBIZCTi/view?usp=sharing

Original Text: New Content

Updated URL: N/A

Updated Text:
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Change ID 9710471

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Place at bottom of the Page

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41950d-f138-11ee-94ab-024417c032f7

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?usp=sharing

Updated Text:
https://drive.google.com/file/d/1wQ50u0-tDTbF0BNH48LXdyykAbyF0qTa/view?...

Change ID 9710871

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Add to the bottom of the page

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b41950d-f138-11ee-94ab-024417c032f7

Original Text: New Content

Updated URL: N/A

Updated Text:
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Change ID 9710286

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Insert document at the top of the page

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b419330-f138-11ee-9484-024417c032f7

Original Text: New Content

Updated URL: https://drive.google.com/file/d/1G0j8YI2RYFedMCQZ8vCntbnA06Z8gISK/view?usp=drive_link

Updated Text:
https://drive.google.com/file/d/1G0j8YI2RYFedMCQZ8vCntbnA06Z8gISK/view?...

Change ID 9710306

Component: Texas Math: Grade 1 Powered by Kiddom (Digital) (9798894308814)

Change Type: New Content
Current Page Number(s): N/A
Location: Unit 2, Lesson 12, Activity 1, Student Task, Part c

Original URL: https://app.kiddom.co/curriculum/905377/node/239b2943-e790-4bfb-b32e-2417e4581989:991fa3c8-f13c-11ee-b7e3-06215d1efb8b:0b65aedb-f138-11ee-8600-024417c032f7

Original Text: New Content

Updated URL: N/A

Updated Text:
 How did you change your plan for solving once you started?

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None